

LLT 895
FS 2009

Lesson plan for a high intermediate ESL
listening and speaking class

Theme: entertainment

Topic: celebrity gossip

Handed in
to Prof. Charlene Polio
by Isolde Jamison
on December 2, 2009

Population:

ESL students from various L1 backgrounds at a high intermediate proficiency level

Lesson objectives:

SWBAT

- Understand TV and radio reports about celebrities
- Understand and use vocabulary related to celebrity reports
- Identify specific information while listening
- Ask classmates questions to get specific information
- Categorize information according to topics
- Talk about differences and similarities between the U.S. and their native countries in regards to reporting about celebrities
- Express their opinions about celebrity reporting in the US.
- Report outcome of conversation/discussion back to the class
- Use prepositions
- Understand idiomatic expressions

Materials:

- Power point slides
- Handouts A, B, C, D, E, F, G, H, I, and J
- Sample copies of current tabloids such as *People* magazine, *Star* magazine, *The National Enquirer*, *Life & Style*, or *OK Weekly*
- Websites:

<http://www.youtube.com/watch?v=sDUEVHD-uGo> (Celeb Mix)

<http://www.npr.org/templates/story/story.php?storyId=19093427>
(‘Britney bill’ aims to prevent paparazzi disaster) minutes 0:00 to 3:30

<http://theview.abc.go.com/video/jonathan-rhys-meyers>
(segment of an interview with Irish born actor Jonathan Rhys Meyer)

Procedure:

1. T will introduce the topic by showing Power Point slides 2, 3, and 4, and ask Ss if they know the definitions for those basic and recurring vocabulary items
2. T will ask Ss what they see when looking at the cartoon on slide 2, and tell them to ask the S sitting next to them whether they identify more with the man or the woman in the cartoon and then to answer this question as well
3. T will show Ss some sample issues of tabloids and magazines devoted to celebrity gossip
4. T will use Power Point slides 5 and 6 to show images of some celebrities and ask Ss who they recognize and if they know anything about those people
5. T will eventually provide the celebrities' names on the Power Point slides
6. Ss receive handout A; T makes sure they understand the directions given there, and asks Ss if they understand the vocabulary in this handout; T points to the first example
7. Ss watch the video clip *Celeb Mix* (slide 7)
<http://www.youtube.com/watch?v=sDUEVHD-uGo> and complete the chart on handout A
8. Ss compare their answers with a partner
9. Ss complete the prepositions cloze on handout B, T walks around to assist Ss if they have questions
10. T points out that the prepositions which go into the boxes are parts of phrasal verbs, i. e. the prepositions form a semantic unit with the preceding verb
11. Ss check with a partner first
12. T replays video clip for Ss to verify their answers
13. T checks on Ss' understanding of vocabulary in that passage and answers any questions Ss may have about it
14. if needed T provides completed preposition cloze on Power Point slide 8
15. T shows the images on slides 9-17 to Ss and asks them which people they recognize, T calls on Ss who can identify the respective celebrity

16. Ss receive handout C and instructions to walk around and ask classmates if they know (an) answer(s) to their questions (slide 18); Ss are instructed to ask each classmate only one question
17. Ss complete handout C, and T will draw chart (handout D) on the board or use OHP (slide 19 also shows a sample)
18. T will call on individual Ss to report who knew which facts about which celebrity; T will ask those Ss to enter their piece of information in the chart under the appropriate heading; T will call on other Ss to check if they agree with the choice of category and if they think that the entry is correct in terms of spelling and grammar
19. Ss receive handout D and complete their copy of the chart
20. Ss get handout E and take a few minutes to think about/write down their answers to the questions in this handout
21. Ss get into groups of 3 or 4 (T decides which Ss sit together and makes this decision based on Ss' countries of origin, the goal being that each group consists of Ss from different countries) to talk about their answers (slide 20)
22. T distributes colored cards to each group to designate roles for note taker, reporter and conversation manager (who keeps track of time and calls on participants)
23. each group receives a chart (handout F) to enter and Ss' countries' names and pertinent information
24. groups call on each other to share the information they compiled in their charts
25. T introduces the word *paparazzo* and some related background information by showing slide 21
26. Ss use handout G and work on activity I) to preview vocabulary for the next listening activity by predicting/guessing which words best fit into the blanks
27. T walks around to help students if needed
28. Ss cooperate with a partner to compare and talk about their answers for the vocabulary cloze

29. (slide 22) Ss listen to the NPR audio (minutes 0:00 to 3:30)
<http://www.npr.org/templates/story/story.php?storyId=19093427> in order to verify their predictions and to answer the questions in activity II) on handout G; T will stop audio several times to give Ss time for processing; T will replay segments as needed
30. Ss compare their answers with a partner first, then T calls on individual Ss to provide answers
31. T will use Power Point slide 23 to provide correct answers to activity I) on handout G, and T will check on Ss' comprehension of other vocabulary items in that cloze
32. Ss receive handout H and match idiomatic expressions with more formal words, T walks around to answer questions which Ss might ask
33. Ss compare their answers with a different partner, and eventually with Power Point slide 24
34. T uses Power Point slide 25 to introduce some more background information about celebrity photos and related money issues
35. Ss use handout I, and do activity 1) to preview some concepts for the next listening activity; T walks around to assist Ss and answer potential questions
36. Ss compare their answers with a partner; T asks individual Ss to supply a paraphrase, and asks other Ss what they think of that sentence
37. T will show possible paraphrases on a Power Point slide (27)
38. T will provide some background information about *The View* (morning talk show on ABC, names of hostesses)
39. Ss watch video clip <http://theview.abc.go.com/video/jonathan-rhys-meyers> (slide 26) and complete activity 2) on handout I
40. Ss compare their answers with a different partner, and T asks some Ss (who have been more reluctant to talk thus far) to share their answers
41. Ss receive handout J and take a few minutes to read through their questions and ask for clarification if needed

42. Ss get together in groups of 3 or 4 (again the teacher may have to assign Ss to a specific group based on their L1 or cultural background) to answer 3 questions from handout J
43. T will repeat procedure #22 to reassign roles/jobs for group members
44. T will join each group for one or two minutes to answer questions if Ss have any or to just listen
45. T will call on each group to share the outcome of their discussion
46. T will ask other groups to express their opinion about a group's report